EXPLORING LINKAGE BETWEEN ENTREPRENEURIAL DEVELOPMENT AND PROFESSIONAL COURSES A STUDY OF SELECTED PROFESSIONAL INSTITUTIONS IN NATIONAL CAPITAL REGION

A

Synopsis

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Submitted by

Dileep Kumar

Under the supervision of

Prof. V. K. Gangal
Supervisor
Professor
Dept. of Applied Business Economics
Faculty of Commerce

Dr. Anisha Satsangi
Co-Supervisor
Assistant Professor
Dept. of Applied Business Economics
Faculty of Commerce

DEPARTMENT OF APPLIED BUSINESS ECONOMICS, FACULTY OF COMMERCE

DAYALBAGH EDUCATIONAL INSTITUTE (DEEMED TO BE UNIVERSITY)

DAYALBAGH, AGRA-282005

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1. INTRODUCTION

Entrepreneurial Development is not a theory, or an art. Entrepreneurial Development is a means to an end.

Peter F. Drucker

A recent report from Mckinsey –NASSCOM estimates that India will need at least 8,000 new businesses to reach its IT sector target of $87 billion. Likewise, by 2022, there will be 110-113 million Indian nationals seeking jobs, including 80-100 million finding their first jobs; seven times Australia's population. This does not include over 50% hidden unemployment among 230 million rural employees. Because traditional big players may find it difficult to maintain this level of employment in the future, these new jobs and opportunities will be created by the entrepreneurs.

Recently, there has been a growing interest in undertaking and stepping up actions to promote and support the idea of entrepreneurship as an attractive alternative to student. For this interest, there are several explanations. First, it is predicted that well-educated businessmen can build companies that grow faster than their counterparts.

Management parishioners and scholars recognize the importance of education to the productive development of new ventures. Furthermore, as a consequence of the transformation process of companies following increased competition on the world market, traditional wage-employment benefits in large firms, such as job security or loyalty bonuses, have lost their actuality, thus increasing the desirability of self-employment.

Four dimensions could see the value of entrepreneurship for society;

- New jobs are created by entrepreneurship.
- State economic growth is maintained by entrepreneurship.
- Economic spirit among all businesses is accomplished by innovative practices that increase productivity.
- Individual potential will be explored through business activities such as innovation, independence and personal fulfilment.

Entrepreneurship has always been with human beings in every aspect of life. It was the basis of the development of the human community. Nevertheless, it was described in different ways in the course

of its evolution. Entrepreneurship can be described as "the invention process and the use of opportunities with a great deal of effort and perseverance along with the acceptance of economic, psychological and social risks." Yes, it is driven by gaining income, self-fulfilment, and autonomy "(Hisrich, 2007: 172).

- Oxford Dictionary describes an entrepreneur as "a person who creates a company or business in the hope of profit"
- An entrepreneur is, according to the International Encyclopaedia, "a person who carries the risk of running a business in the face of uncertainty about future circumstances."
- Schumpeter's Defines the entrepreneur as an individual who introduces something new to the economy— a production method that has not yet been tested by experience in the manufacturing branch, a product that consumers are not yet familiar with, a new source of raw material or new markets, and the like. He also describes' entrepreneur' as' a creator of unproven innovations'

Third world policymakers are particularly interested in entrepreneurship and its significant economic impact on developed countries they see innovation, small business venturing and job creation as counterbalancing high unemployment, slow economic growth and high birth rates existing in many third world economies. In many developed countries, innovation is trendy at the moment. It's an age of glorious entrepreneurship. Today's entrepreneurs have the skills and funding that entrepreneurs have only dreamed of in the past decades. Just as importantly, becoming a businessman has become an acceptable alternative to working for a business. The new heroes and role models are the businessmen. Magazines are created for their adventures, books are written for their benefit, and their ambition and autonomy are celebrated by society.

Today's growth of entrepreneurship has taken on great importance as it is a gateway to economic development. Business development depends on the goal of industrial development, regional growth and job creation. Entrepreneurs are the root of industrial development and their fruits are greater opportunities for jobs, higher per capita wages, higher living standards and stable regional development.

Entrepreneurship has been regarded as a person's ability to confidently take risks and challenges to gain predetermined business goals. An entrepreneur plays a role in the business world or culture as a catalyst for change. Some of the important features and characteristics found in an entrepreneur are personal initiatives, creative thinking, innovativeness, and ability to coordinate resources for starting new ventures, managerial skills, desire for autonomy / independence and risk-taking.

2. REVIEW OF LITERATURE

Roger Henderson (2000)[1] Highlights that; if young people get good motivation and inspiration from individuals who are good role models, i.e. actual entrepreneurs who are successful, they will participate in entrepreneurial practices. Media does not showcase the successful entrepreneurs ' personalities. The successful entrepreneurs influence the young people in their career choice, enthusiasm, motivation and encouragement during entrepreneurial deployment process.

Stevenson and Lundstrom (2001)[2] claimed that a mixture of certain services, activities and technologies is required to promote the mind-set, inspiration and culture of entrepreneurship among young people. Supporting and supporting the family and the society to which the youth belong is necessary to start and stay in business rather than financial support.

Jose Ma Veciana (2005)[3] Reveals the reasons that allow young people to become entrepreneurs. They are attitudes towards the entrepreneur, the entrepreneur's activities and the entrepreneurs ' social activities in which he / she is involved. The researcher compared students ' attitudes towards self-employment and business / enterprise formation. The study shows that there is a positive image of entrepreneurship among young people.

Gerry Segal (2005)[4] notes that the willingness of students to take traits such as sensitivity, risk-taking, perceived viability and desirability are factors which help them to consider being self-employed. The educational institutions, educators, administration, businesses and local businessmen, etc., should understand that their words and actions motivate the youth to become entrepreneurs.

Kamala Balachandran (2005)[5] reflected in his analysis that the rich human resources country like India should turn itself into a developing nation, both in terms of wealth and community, by relying on the idea of' work suppliers' rather than' job seekers.' The author urges parents of the new generation to

reject all old business ideas and to inspire and support their young children in their future careers to become successful entrepreneurs.

Dionco Adetayo (2006)[6] According to this report, internal variables such as young people's ability to become entrepreneurs and external factors that motivate young people to overcome the complexities of entrepreneurship are analysed. Research results show that innovation and laboriousness are an individual's personality traits, considered to be the most influential factors in becoming entrepreneurs.

Abhishek Goel and Neharika Vohra (2007)[7] the encouragement of community is an important factor in inspiring and developing an attitude towards entrepreneurship among students. Social attitudes towards innovation and entrepreneurship play a major role in the growth of entrepreneurial practices in the culture of the future. The family background and a specific region's entrepreneurial development have a major role to play in encouraging potential entrepreneurs.

Luke Pittway (2007)[8] has given an explanation of various forms of knowledge/ information attained from the learning of entrepreneurship by an inquiry-based education which can be implemented in teaching through innovation, invention, creativity and business. The study focuses on the advantages and challenges of entrepreneurial training programmes for the students. The educational institutions should encourage the youth to be more innovative, creative and entrepreneurial.

Thomas E.C (2007)[9] He claims that young people tend towards technology, imagination, learning and wider thought. Young students who have vision about their future career should be encouraged to think critically and creatively. For this purpose; parents, teachers, universities, private enterprises and the state should develop a program that is integral in nature to create innovative thinking in the minds of the youth.

Amran Awang, Shaiful Annuar Khalid and Mohammad Ismail (2008)[10] Say that, a strong relationship exists between personality traits and factors that help to become entrepreneurs. University students believe that the inspiring and accelerating factors for becoming entrepreneurs are self-esteem, self-efficacy, positive personality traits, and great achievement needs. The study also highlights the role of supporting the family and supporting the youth in becoming entrepreneurs.

Michael L. Harris and Shanan G. Gibson (2008)[11] mentioned that the desire to become an entrepreneur and the impressions of business together show the relationship between attitudes towards

entrepreneurship. This study reveals four types of attitudes; accomplishments gained / attained in business, innovation and creativity implemented in business, personal control expected in business, and self-esteem and other personality traits such as risk-taking and risk-taking necessary to run a business.

Christine K. Volkmann and Kim Oliver Torkarski (2009)[12] observed the attitude towards entrepreneurship of university students. The researcher reveals that, among students, there are significant and very significant differences and contradictions in the entrepreneurial personality traits such as the locus of control expected in business and the self-esteem and other personality traits such as risk-taking and risk-taking necessary to run a business.

Erich J Schwarz (2009)[13] study focuses on three factors in order to become entrepreneurs; the first factor is the general attitude of young people (attitude towards money, change and competitiveness), the second factor is the attitude towards their perception of the university environment that can create the intention of becoming an entrepreneur and the third factor is regional support for business information. Social networks of students (family and friends) may also be given serious attention to the decision to make an entrepreneurial career. Innovation and laboriousness are an individual's personality traits considered to be the most influential factors in becoming entrepreneurs.

Gallaway (2010)[14] notes that students who are attending entrepreneurial university program by choice showed a strong interest in becoming entrepreneurs after finishing their studies. The study reveals that these students show more interest in entrepreneurial practices than those students who have not completed any kind of courses or set up a business.

Botsaris.C and Vamvaka.V (2012)[15] examined intentions of students towards entrepreneurship that come from different backgrounds of society.The researchers conclude that the educational institutions and families should be the motivation.

Mumtaz Begam Abdul Kadir and Munirah Salim (2012)[16] examine various variable that affect and inspire young people towards entrepreneurship. In developing / influencing entrepreneurial attitudes among students, both general education and entrepreneurial / enterprise education have vital roles. Training has a significant influence on the potential or failure of young people to create entrepreneurial mind set.

Reaz Uddin and Tarun Kanti Bose (2012)[17] We also established the various factors such as risk-taking, place of influence, need for success, need for independence, risk-taking and attitude to challenges, job security, environmental assessment of start-ups and entrepreneurial education provided by educational institutions impact young people in order to become entrepreneurs. The personal discipline required in business as well as the self-esteem and other personality traits such as taking risks and taking risks that are necessary to run a company to the unemployment problems faced by the students who have finished their university education. The study looks at the relationship between two factors; the ability to own a company and to do a job.

Hua Zhang and Ying Zhang (2013)[18] the psychological factors that motivate young people to become entrepreneurs have been investigated. The findings show that there are five factors in the entrepreneurial traits: entrepreneurial capacity, belief, awareness, motivation, and determination.

Manoharan Nair (2013)[19] finds Kerala creates and generates wealth and employment opportunities with unlimited and abundant human resources potential by motivating young people to being entrepreneurs. He suggests the establishment of business clubs in all high schools, polytechnics, arts and science colleges, engineering colleges, university departments, and management institutes.

Sheila Edward, Elisabet Weedon and Sheila Riddell (2013)[20] Review vocational students' behaviour towards vocational courses. The results show various factors that establish young people's attitude towards vocational training. Such influences are the backdrop of policy, attitudes, and inspiration.

Ajit Prabhu V. and Anisha Thomas (2014)[21] Examine and show that entrepreneurial kids were highly motivated, affected and developed an attitude towards entrepreneurship than students whose parents are not involved in business activities. Role model pressures, affordability and accessibility of parent's market networks, entrepreneur's family community, parent's academic causes, and the living standards of families or parents are the other major elements in the development of young people's attitude towards entrepreneurship.

Anca Draghici Claudiu, Tiberiu Albulescu and Matei Tamasila (2014)[22] Examine that the entrepreneurial mindset and understanding of entrepreneurship act are important for awareness in the area of entrepreneurial studies. Entrepreneurial mind set and entrepreneurial purpose have a strong

impact on young people's entrepreneurial engagement, and both play a vital and important role in developing entrepreneurial attitude among young people.

Fumero, De Miguel A, Marrero R.J and Carballeira M (2014)[23] Conducted a reliability test study that revealed that; the entrepreneurial potential among young people was strong in terms of gender-influenced achievement motivation. It also revealed that the leadership factor was prominent.

Lenita Hietanen (2015)[24] The aim of this paper is to examine a model for promoting entrepreneurial capabilities of employees and full-time, non-business students during their voluntary undertaking studies at one Finnish Open University.

For the ES students described as dormant prospective entrepreneurs, entrepreneurship was mainly awoken by the development period encouraged by leveraging the strengths, skills and attitudes of small-size entrepreneurs. Entrepreneurship was an unwelcome phase, as it was not proposed as an option by the lecturer. This allowed the lecturer to analyze her guidance during the development processes of the ES students to find out the key factors that might have awakened their entrepreneurship

Robin Bell, Heather Bell (2016)[25] This work explores the feasibility of an experiential learning method that is available to students in all fields, integrating realistic entrepreneurship and business experience with qualified expert mentoring through the use of a competition to win business start-up funding. The practical skills had ‘a demystifying' effect on students, which made them feel entrepreneurship and start-up was achievable

Michael James Mustafa, Ernesto Hernandez, Christopher Mahon, Lai Kei Chee (2016)[26] The aim of this paper is to establish an analytical model that explores whether the positive attitude of a student or the university support system (educational support, idea development support and business development support) influences their entrepreneurial intentions. Furthermore, the results showed that the proactive personality of a student had a greater effect on its entrepreneurial intentions than that of the university support environment.

Giustina Secundo, et.al (2017)[27] to explore how collaborative entrepreneurial learning (EL) processes between entrepreneurs and university students in the context of knowledge-intensive enterprises can improve entrepreneurial practices. One extreme case study is the "Mimprendo" project, an initiative

promoted in collaboration with Italian universities by the Italian Conference of the University Colleges and the Italian Association of Young Entrepreneurs. This is explored during the period 2009-2015, during which seven versions were produced. The system refers to the development of a new research area addressing entrepreneurship as a complex learning process that never ends. The participation of talented university students in the synchronization of EL systems with businessmen in existing firms is a novel feature of entrepreneurship and creativity.

Sk. Mahmudul Hasan, Eijaz Ahmed Khan, Md. Noor Un Nabi (2017)[28] This paper is intended to add to the literature on the efficacy of entrepreneurship education by empirically analysing and commenting on the role of university entrepreneurship education in the growth of entrepreneurship. A quantitative approach to this analysis has been applied. This research was planned and structured preliminary. Hypotheses have been developed based on previous literature. The survey is based on a simple random sampling basis and consists of 200 students. The present paper discusses and investigates the causes and variables of various types of university-level entrepreneurial study. Specifically, this paper addresses, through a comprehensive literature review, the possible entrepreneurial education factors in terms of generalized, motivational and increased entrepreneurial education at first.

Jantje Halberstadt, Jana-Michaela Timm, Sascha Kraus, Katherine Gundolf (2019)[29] this paper looks at how business learning strategies can promote social entrepreneurial skills. The paper uses a mixed-method approach that incorporates observational data gathering techniques with student research diaries and semi-structured interviews, involving 40 master students studying in interdisciplinary learning environments at a German university and five professors from the same universities. Analysis was carried out through qualitative analysis of the content. The article offers analytical insights into the competencies that service learning is cultivating. From these is derived a basis for competencies in social entrepreneurship.

3. RESEARCH GAP

The review of the related literature has highlighted various researchers ' studies and findings in different areas of entrepreneurship such as: Attitude to Entrepreneurship, Entrepreneurship Traits, Training for Entrepreneurship, Vocational Education and Youth Entrepreneurship.

By carefully studying these specific researches, the researcher finds the areas where there are ample the research was conducted and the areas which has not focused yet.

- Although there are few studies available on the Indian career program, yet no an in-depth study is available on the attitude of professional students towards entrepreneurial development and finding the role and missing links between professional institutions and entrepreneurial development.
- In fact, the entrepreneurial mind set of the technical class Students towards rural, semi-urban and urban professional student toward entrepreneurship differs. It was also noted from the study of relevant literature that no research on the' Attitude of Professional Course Students to Entrepreneurship in India have been conducted.
- The reasons of choosing professional courses and the skills of students for professional courses are not studied and mapped by any study at large scale.
- The factors that encourage students to be an entrepreneur and their expectations from professional courses and institutions are not properly matched particularly in NCR where mushroomed growth of professional institutions has been registered in last 2 decades.

4. NEED OF STUDY

Entrepreneurial development is gaining great respect from scholars as a field of research as well as worldwide practical application as a means of creating wealth and personal fulfilment. It has been proven that with every economic downturn, economic growth is brought back by the entrepreneurial drive and persistence. It is the individual's ability to innovate, to bear risk, to predict project prospects, trust and competence in order to meet unforeseen and adverse conditions. Entrepreneurs' efforts are essential to the modern society's economic growth and prosperity.

Efforts to develop entrepreneurial skills are therefore becoming important factors that influence their decision to become entrepreneurs and their ultimate success. It is becoming a topic of global interest for policymakers. The aim of this research is to figure out the mind set of students of professional courses towards entrepreneurial development. Students of professional courses should learn to recognize business opportunities and transform them into projects. At present, government of India also committed entrepreneurial development in country to broaden the base of economy. For this, new

economic policies and programs like Made in India, Skill Development Canters and Start-up are worthwhile to mention here.

One of the major problems faced by the country's students is the lack of job opportunities in the organized market. Therefore, entrepreneurial development has been recognized as a potential career. **So, the present study entitled 'Exploring Linkages between Entrepreneurial Development and Professional Courses: A Study of Selected Professional Institutions in National Capital Region' is an attempt to fill some of research gaps.**

5. STATEMENT OF PROBLEM

"Measure the attitude of students of professional courses towards entrepreneurial development and study the professional institutions to find the missing links indispensable for entrepreneurial development."

6. OBJECTIVES OF THE STUDY:

The objectives of the study are as follows:

1. **To study the current scenario of entrepreneurial development and the role of professional course (MBA and Engineering) in entrepreneurial development.**
2. **To measure the attitude of students of professional course towards entrepreneurship as a career avenue and analyse the career trend of outgoing students of selected institution during last 8 years.**
3. **To analyse the role of Government agencies in promoting and developing entrepreneurial skills among students of professional courses.**
4. **To suggest measures to overcome the factors those discourage the students towards entrepreneurship as a career avenue.**

7. HYPOTHESES

H_{O1}: There is no significant relationship in policies, practises and course curriculum of professional institutes and entrepreneurial development.

H_{O2}: There is no significant impact of New steps of government of India for motivating to young professionals towards entrepreneurship.

H_{O3}: There is a significant positive relationship between working of entrepreneurship development agencies and entrepreneurship development.

8. RESEARCH METHODOLOGY & DESIGN

8.1 SOURCES OF DATA

In the research both primary as well as secondary data will be use. The personal interview and survey questionnaire method will be adopted to collect primary data. For this, a well-designed and pre-tested interview schedule will be prepared to collect the information relating to the study. To identify the components of growth for entrepreneurs from professional courses (MBA and Engineering) , the researcher will undertake an in-depth review of previous studies, referring to the topic of the present study. Further, the researcher will have preliminary discussions with the officials of the District Industries Centre and entrepreneurs registered in NCR.

The researcher will include the secondary data sources in the form of collecting published materials such as extracts from relevant journals and study-related papers. It also includes reports, books, blogs, newspapers, websites and other online resources that cover this study as a secondary source.

8.2 DURATION OF THE STUDY

For the purpose of analyses a period of 8years (i.e., from 2015 to 2022) will be taken into consideration.

8.3 UNIVERSE

In proposed study, professional institutions of MBA and Engineering situated in NCR (National Capital Region) and participated in NIRF ranking in any 3 years from 2016 to 2019. In future, the universe will be extended by including new institutions of NCR that applying for NIRF ranking for any 3 years from year 2020 to 2022.

The National Capital Region has been defined as per National Capital Region Planning Board, Ministry of Housing and Urban Affairs, Government of India. Table No. 1 is showing the total number of institutions participated at national level in NIRF Ranking 2019.

Table 1: Summary of number of institutions participated in NIRF Ranking 2019

Courses	Total No. of institutions participating in NIRF Ranking	Total No. of institutions from NCR in NIRF Ranking
MBA	555	50

Engineering	969	40

Table 2 is giving the list of Institution situated in NCR participated in NIRF Ranking 2019.

Table 2: Institution Participated in NIRF Ranking 2019 from NCR

Cities of NCR	Name of management Institution	Name of Engineering Institution
Delhi	**1.** BanarsidasChandiwala Institute of Professional Studies **2.** BhagwanParshuram Institute of Technology **3.** BharatiVidyapeeth Institute of Management and Research **4.** Delhi Institute of Advanced Studies **5.** Faculty of Management Studies (DU) **6.** Fore School of Management **7.** Fortune Institute of International Business **8.** Gitarattan International Business School **9.** Guru Gobind Singh Indraprastha University **10.** IILM Institute for Higher Education **11.** Indian Institute of Foreign Trade **12.** Indian Institute of Technology Delhi **13.** International Management Institute New Delhi **14.** Jagan Institute of Management Studies **15.** Jagannath International Management School **16.** JamiaHamdard **17.** JamiaMilliaIslamia **18.** LalBahadurShastri Institute of Management **19.** Maharaja Agrasen Institute of Technology **20.** New Delhi Institute of Management **21.** Periyar Management and Computer College	**1.** Ambedkar Institute of Advanced Communication Technologies and Research **2.** BhagwanParshuram Institute of Technology **3.** BharatiVidyapeeth`s College of Engineering **4.** Delhi Institute of Tool Engineering **5.** Delhi Technological University **6.** G. B. Pant Govt. Engineering College **7.** Guru Gobind Singh Indraprastha University **8.** HMR Institute of Technology & Management **9.** Indian Institute of Technology Delhi **10.** Indira Gandhi Delhi Technical University for Women **11.** Indraprastha Institute of Information Technology **12.** JamiaHamdard **13.** JamiaMilliaIslamia **14.** Maharaja Agrasen Institute Of Technology **15.** Maharaja Surajmal Institute of Technology **16.** National Institute of Technology Delhi
Ghaziabad	**1.** ABES Engineering College **2.** Ajay Kumar Garg Institute of Management **3.** Institute of Management Studies **4.** Institute of Management Technology **5.** Institute of Professional Excellence and Management, **6.** Institute of Technology and Science **7.** Jaipuria Institute of Management **8.** KIET Group of Institutions	**1.** ABES Engineering College **2.** ABES Institute of Technology **3.** Ajay Kumar Garg Engineering College **4.** IMS Engineering College **5.** Inderprastha Engineering College **6.** KIET Group of Institutions
Faridabad	**1.** DAV Institute of Management **2.** Lingaya`sVidyapeeth **3.** ManavRachna International Institute of Research & Studies	**1.** Lingaya`sVidyapeeth **2.** ManavRachna International Institute of Research & Studies **3.** YMCA University of Science & Tech

Gurugram	**1.** Management Development Institute	NO
Noida	**1.** Accurate Institute of Advanced Management **2.** Accurate Institute of Management & Technology **3.** Accurate Institute of Management & Technology **4.** Army Institute of Management Technology **5.** Asian Business School **6.** Birla Institute of Management Technology **7.** G. L. Bajaj Institute of Management and Research **8.** G. L. Bajaj Institute of Technology and Management **9.** Harlal Institute of Management & Technology **10.** I.T. S. Engineering College **11.** IILM Graduate School of Management **12.** IIMT College of Engineering **13.** Jaipuria Institute of Management **14.** Noida Institute of Engineering & Technology **15.** Sharda University	**1.** Accurate Institute of Management & Technology **2.** Dronacharya Group of Institutions **3.** G. L. Bajaj Institute of Technology and Management **4.** Galgotias College of Engineering & Technology **5.** Greater Noida Institute of Technology (Engineering Institute) **6.** I.T. S. Engineering College **7.** IIMT College of Engineering **8.** Jaypee Institute of Information Technology **9.** JSS Academy of Technical Education, Noida **10.** Noida Institute of Engineering & Technology **11.** Sharda University
Meerut	**1.** ChoudharyCharan Singh University **2.** Meerut Institute of Engineering & Technology	**1.** ChoudharyCharan Singh University **2.** Meerut Institute of Engineering & Technology **3.** Meerut Institute of Technology **4.** Swami VivekanandSubharti University
Bulandshahr	NO	NO
Panipat	NO	NO
Alwar	NO	NO

8.4 SAMPLE OF SELECTED INSTITUTIONS

For selecting the institutions of MBA and Engineering, systematic sampling method will be adopted. The researcher will select that particular professional intuition:

1. Situated in NCR,
2. And has been ranked in first 100 ranks of NIRF list for any three years out of four years from 2016 to 2019.

The table 3 & 4 is giving the list of institutions have been selected on above said criteria.

And same criteria will be followed in future too from year 2020 to 2022 to add the new institutions apart from institutions mention in table 3 and 4.

Table no. 3 & 4 gives the list of selected institutes for study in management and engineering respectively.

Table 3: Number of Selected Management Institutions of NCR includingtop 100 NIRF Ranking

S.n	Management Institute based on NIRF	City (NCR)	Year and Rank			
			2016	2017	2018	2019
1.	Indian Institute of Technology	New Delhi	-	6	8	9
2.	International Management Institute	New Delhi	7	27	25	27
3.	Indian Institute of Foreign Trade	New Delhi	-	30	23	31
4.	Fore School of Management	New Delhi	23	35	37	38
5.	Institute of Management Technology	Ghaziabad	-	24	31	41
6.	Birla Institute of Management Technology	Greater Noida	-	45	45	57
7.	Jaipuria Institute of Management	Noida	26	43	-	63
8.	Lal Bahadur Shastri Institute of Management	New Delhi	24	-	47	74
9.	Management Development Institute	Gurugram	11	16	12	12
10.	Jagan institute of management	New Delhi	Between the rank band 76-100			
11.	Bharati Vidyapeeth Institute of Management and Research	New Delhi				
12.	Delhi Institute of Advanced Studies	New Delhi				

Table 4: Number of Selected NCREngineering Institutions includingtop 100 NIRF Ranking

S.N.	EngineeringInstitute based on NIRF	City (NCR)	Year and Rank			
			2016	2017	2018	2019
1.	Indian Institute of Technology, Delhi	New Delhi	4	4	3	2
2.	Jamia Millia Islamia	New Delhi	41	20	32	27
3.	Delhi Technological University	New Delhi	-	39	41	34
4.	Indraprastha Institute of Information Technology	New Delhi	-	56	66	55
5.	Guru Gobind Singh Indraprastha University	New Delhi	-	74	85	73
6.	Jaypee Institute of Information Technology	Noida	60	54	70	80
7.	Amity University	Gautam Budh Nagar	-	46	34	35

8.5 Sample Size

For sample size 10% of total allotted seats in MBA institutions and 5% of total allotted seats in Engineering institutions will be taken as sample size.

Table 3: Number of Selected NCR Management Institutions includingtop 100 NIRF Ranking

S.n	Management Institute based on NIRF	City (NCR)	Year and Rank				Total no. of Student Seat	Total Number of Respondents @ 10%
			2016	2017	2018	2019		
1.	Indian Institute of Technology	New Delhi	-	6	8	9	204	20
2.	International Management Institute	New Delhi	7	27	25	27	650	65
3.	Indian Institute of Foreign Trade	New Delhi	-	30	23	31	566	57

4.	Fore School of Management	New Delhi	23	35	37	38	580	58
5.	Institute of Management Technology	Ghaziabad	-	24	31	41	1310	131
6.	Birla Institute of Management Technology	Gautam Buddha Nagar	-	45	45	57	840	84
7.	Jaipuria Institute of Management	Noida	26	43	-	63	583	58
8.	Lal Bahadur Shastri Institute of Management	New Delhi	24	-	47	74	480	48
9.	Management Development Institute	Gurugram	11	16	12	12	360	36
10.	Jagan Institute of Management	New Delhi	Between the rank band 76-100				559	56
11.	Bharati Vidyapeeth Institute of Management and Research	New Delhi					300	30
12.	Delhi Institute of Advanced Studies	New Delhi					180	18
Total							6612	661

Table 4: Number of Selected NCREngineering Institutions includingtop 100 NIRF Ranking

S.n	EngineeringInstitute based on NIRF	City (NCR)	Year and Rank				Total no. of Student Seat	Total Number of Respondents @ 5%
			2016	2017	2018	2019		
1.	Indian Institute of Technology, Delhi	New Delhi	4	4	3	2	5100	255
2.	Jamia Millia Islamia	New Delhi	41	20	32	27	1735	87
3.	Delhi Technological University	New Delhi	-	39	41	34	7867	394
4.	Indraprastha Institute of Information Technology	New Delhi	-	56	66	55	1188	60
5.	Guru Gobind Singh Indraprastha University	New Delhi	-	74	85	73	951	48
6.	Jaypee Institute of Information Technology	Noida	60	54	70	80	4890	245
7.	Amity University	Gautam Buddha Nagar	-	46	34	35	2430	122
Total							24161	1211
Grand Total of Respondent of Study (MBA + Engineering)							**(6612+24161) 9028**	**(661+1211)1872**

8.6 VARIABLE OF THE STUDY

A variable is a feature or a quantity of a phenomenon that can be measured or classified. On the basis of past research, the researcher finds the number of variables that are divided into dependent and independent variables. Figure 1 below is showing the same.

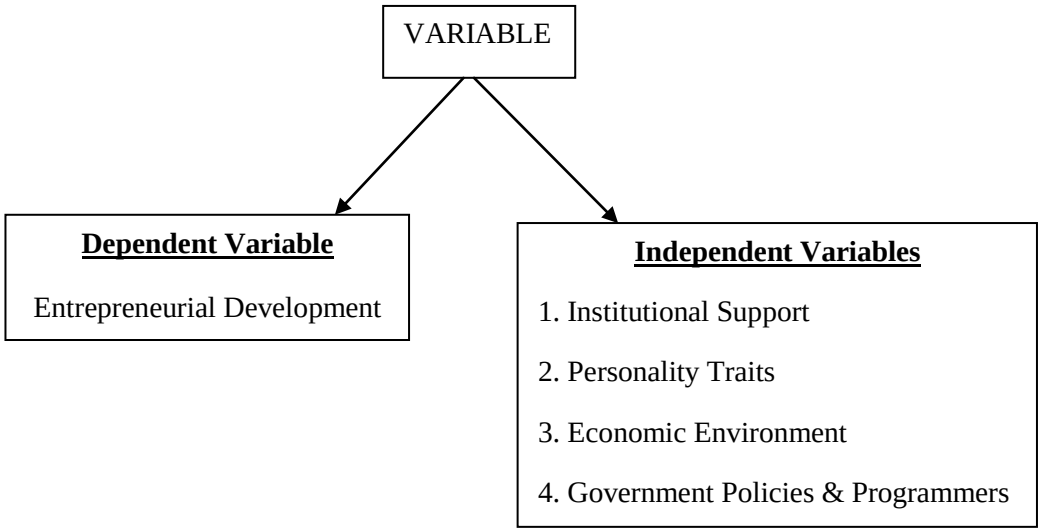

Figure 1: List of Variables

8.7 STATISTICAL TOOL FOR ANALYSIS

The present research work is both quantitative and qualitative in nature. Therefore, in order to analyse the collected data, both types of statistical techniques **Descriptive and inferential Statistics will be used to get the best reliable results and inferences. Mean, Standard Deviation, Skewness, Kurtosis and Jarque-Bera, Principal Component Analysis (PCA), Regression Analysis, and factor analysis, Chi-Square Test, SEM** etc shall be used for analysing the data as per the requirement of study.

8.8 RESEARCH METHODOLOGY

Table 5: Research Methodology

Objectives	Methodology to be followed
To study the current scenario of entrepreneurial development and the role of professional courses (MBA and Engineering) in entrepreneurial development.	For fulfilling the first two objectives of the study the researcher will conduct the survey in the selected number of institutions taken in the study. For this purpose the students, aluminise, academicians, government officials will be interviewed personally to get the in depth understanding regarding the missing linkage.
To measure the attitude of students of professional course towards entrepreneurship as a career avenue and analyse the career trend of outgoing students of selected institution.	
To analyse the role of Government agencies in promoting and developing entrepreneurial skills among students of professional courses.	For achieving the third objective the researcher will collect the information from the different officials' website and reports regarding entrepreneurial development through professional courses during the study period. The government officials through the personal interview will be

	used to ratify the secondary information in this regard.
To suggest measures to overcome the factors that discourages the attitude of students towards entrepreneurship as a career avenue.	On the basis of final analysis the factors that discourage the attitude of students towards entrepreneurship will be ranked and action plan will be suggested to achieve these objectives of the study.

CHAPTERIZATION

Chapter 1: Background of the Study

Chapter 2: Review of Literature

Chapter 3: Research Methodology

Chapter 4: Profile of Selected Institution and Respondents

Chapter 5: Analysis, Results and Findings

Chapter 6: Conclusion and Suggestion

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